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NO CHANGE in Class. ☐

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MEMORANDUM FOR: Director of Training

SUBJECT : Weekly Report #40
Assessment and Evaluation Staff
1-7 October 1958

1. Two meetings were held concerning the evaluation program for the integrated JOT program, both called at the request of C/PPS. The first was attended by C/PPS, C/IS, from SIC, and C/JOTP, plus those on the A&E Staff concerned with this program. It was generally agreed that there would be a two-part report, the first part concerned with what the student learned in the course. This part would go into the official personnel file. A second part would be "Eyes Only", and contain information concerning attitudes, habits of work, etc. As a guide to the instructors in preparing this part, a list of the kinds of things instructors should be watching for, which had been drawn up by the A&E Staff was introduced for discussion. The reaction to this was favorable; all parties wanted time to study it.

The second meeting was attended by members of the A&E Staff, C/PPS, and C/JOTP. This meeting reaffirmed the points of the previous discussion, and firmed up the point that a training evaluation folder would go from school to school containing both parts of the training evaluation report. The time involved in getting these from school to school was pointed out and accepted as inevitable. It was agreed that great care would be taken by the A&E Staff to maintain an informal system of communication on material needed to reach the instructors and C/JOTP prior to receipt of the training folder. Particular emphasis was placed upon the need for getting information promptly on individuals needing special attention.

who is acting as our coordinator for this program, is currently contacting appropriate school personnel to work out details for instructor recording of observations during the course

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and for final evaluation reports themselves (see attachments). He and the Registrar have agreed that we will take responsibility for initiating the cumulative report folder that will move from course to course.

2. Change in routing procedures for Training Evaluations: As a result of changes in the organization of the DDP Training Office, routing procedures for Training Evaluation Reports have been modified. Evaluation Reports for all DDP personnel (except TSS) are now being sent to DDP/TRO (specifically, [redacted] which now becomes a central point of reference for DDP-OTR communication on evaluation matters.

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Summarizing this and other recent modifications of routing procedure, "Office" and "Student" copies of TER's are sent from OTR as follows:

For TSS personnel	to	TSS training office
For <u>all</u> other DDP personnel	to	DDP/TRO
For <u>all</u> DDS personnel (irrespective of "residence")	to	DDS Career/Training office concerned
For <u>all</u> JOT's (irrespective of "residence")	to	C/JOTP
For DDI personnel	to	DDI office concerned

It is interesting to note the recent emphasis in placing Training Evaluation materials in the hands of Career Management personnel. This was the intent of the new routing for DDS personnel, effective two months ago. Career Management officers in the DDP maintain the official personnel files, and thus receive the "record" copy for their use.

3. Automation. [redacted] CC/OS, on the proposed effort to program Tradecraft material for "self-learning". [redacted] is enthusiastic about the notion, particularly in view of its advantages for the case officer's training problems in the field. [redacted] wants [redacted] to be similarly briefed, after which we will work out a plan for studying present Tradecraft instruction with reference to "machine" programming.

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[redacted]
Chief, Assessment and Evaluation Staff

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GUIDE FOR INSTRUCTOR OBSERVATION REPORTS ON JOT'S

During the JOT formal training program, you will have considerable contact with the JOT's undergoing training. Your major function, of course, is to carry out your teaching mission toward accomplishment of course objectives. Also, you have responsibilities for evaluating students' course achievement. As an integral part of your teaching activity, you will be observing attitudes, work methods, habits, and personal relations of at least some individual JOT's. Your observations can be an important supplement to other information in aiding the placement, training, and supervision of JOT's. The specific kinds of observations that can be helpful will be detailed below.

The Instructor's Unique Perspective.

The particular value of your observations stems from your unique vantage point in extended, day-to-day instructional contact with JOT's as they go through their formal training. As a mature observer of human beings you can furnish not only an important, but a necessary, supplement to other information.

How Your Observation Reports Can Be Used.

In combination with other relevant information, your observation reports can aid the JOT Staff in their career management of JOT's. That staff has to make judgments, of course, about the kinds of tasks for which any particular JOT is best and least suited. This decision concerns assignment not only to a major component but within a component. Also of great importance are judgments about the kind of supervision most and least appropriate for an individual. In some cases, this consideration is of even more significance than job placement as such.

Some observation reports may be particularly useful to instructors in succeeding courses by revealing effective and ineffective ways of teaching certain students.

What Kinds of Observational Information Are Relevant?

In determining what kinds of observations should be recorded, the career management and teaching decisions suggested above can well be kept in mind. To give more specific guidance on the kinds of observations that can be useful, the following somewhat extensive list of questions and items is presented. At first glance, this list may seem somewhat overwhelming, so let us hasten to point out that any such comprehensive coverage is not expected on even one JOT. Rather, it is expected that, in any single course, there may well be some JOT's on whom there will be no coverage, many JOT's for whom there will be observations on a few items, and a few JOT's observed in regard to several items. While this list is extensive, it is meant to be only suggestive and is obviously not exhaustive. You should certainly record any observation which you judge to be particularly significant, even though it may not be precisely related to one of the questions or items on the list.

S-E-C-R-E-T

Skills

Effectiveness of oral and written expression.
Skill in persuading others.
Objectivity of judgment, particularly of judgments of others

Work Methods

How and to what extent does he plan a task before starting it?
How and to what extent does he work in an organized manner?
What kinds of instructional help does he seek? How? How often?
How steadily does he work?
How promptly does he get down to work?
How efficiently does he pace his efforts?
Does he meet deadlines?

Associations with Others

Gregarious vs. "lone wolf" tendencies.
Initiative and leadership in relations with others.
Nature of participation in a group or team task: lead? dominate? facilitate participation of others? passive? (other?)
Acceptance of or resistance to direction.
Any frictions with students or staff?

Attitudes and Interests

Toward his training.
Toward the Agency.
Toward respective kinds of Agency tasks and assignments.
Toward particular countries and particular national groups.
Any indications of snobbishness?
Competitive attitudes.
Sensitivity to contemporary affairs.
Ethical and moral concerns about certain Agency activities.
Enthusiasm and receptiveness to new ideas and information vs. resistance, cynicism, indifference.

Habits of Action

Active vs. passive role in course situations.
Independence of judgment and of action.
Reaction to criticism.
Reactions to frustrations. What, if anything, upsets him?
How easily is he distracted, by what?

Family or other personal concerns that might affect course performance.

One further note about what kinds of observations are pertinent. It is not very helpful to think in terms of looking for "good" or "bad" actions and attitudes. In most instances what is "good" or appropriate for one purpose may be "bad" or inappropriate for another purpose, and vice versa. The basic focus is rather on what the student does, how he does it, and how he feels about what he is doing.

Mechanics of recording Observations.

The attached form for recording observations is simple and, for the most part, self-explanatory. What is desired is a factual description of what you observed the student do or say. The value of a report is particularly dependent on recording the observation while it is still fresh in your mind. At the same time there may be occasions when it will make better sense

S-E-C-R-E-T

S-E-C-R-E-T

to you to write a report only after a series of observations; however, it should be recognized that increased delay in recording can markedly affect accuracy and completeness. You may wish to accompany your observation report with a generalization, interpretation, or conclusion. While these are most welcome (though certainly not required), they should not be used as a substitute for the direct observation report. Just as with intelligence reporting, interpretations and comments should be clearly identified as such.

While a course is in progress, the observation reports can be cumulated in the individual student files for that course. At the end of the course the reports can then be passed on to the JOT and the A&E Staffs for integration with all their other information about respective JOT's.

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S-E-C-R-E-T
(When filled in)

INSTRUCTOR OBSERVATION REPORT

Student's Name _____

Date of
Observation _____

Course and situation in
which observed _____

Description of what was observed

Comments or Interpretation (optional)

Date of
report _____

Instructor _____

S-E-C-R-E-T

C-O-N-F-I-D-E-N-T-I-A-L

D-R-A-F-T

GUIDE LINES FOR FINAL TRAINING EVALUATION REPORTS
IN THE JOT FORMAL TRAINING PROGRAM

The final training evaluation report prepared on each JOT at the end of each course should consist of two parts, as follows:

Part I - Achievement Record

1. This should presume to describe the student's accomplishment of the course objectives.
2. This will consist of grades and/or narrative description.
3. For each subject in which a grade is given, the number of students receiving each grade should be indicated.

Part II - Supplementary Comments

1. This will include observations and judgments about personality characteristics: attitudes and interests, work methods, relations with others, habits of action.
2. As one basis for preparing this section, instructors will have their own observation reports made during the course.
3. All courses require students to do certain kinds of writing and to engage in certain kinds of oral expression. Therefore, this section should include comments about writing and speaking skills, if not already included in Part I: Achievement Record. The comments belong in Part II for those courses which do not have development of these skills as a deliberate course objective.
4. In shorter courses, particularly the one-week Introduction to Intelligence, this section would be expected on *fact*, if any, students. However, in the longer courses it would be expected on most, if not all, students.

Note: See attached sample format.

C-O-N-F-I-D-E-N-T-I-A-L

S-E-C-R-E-T

TRAINING EVALUATION

(Course Title)

(Course Dates)

Name _____ Sex _____ No. of
students _____

DESCRIPTION OF COURSE

(A brief statement of course scope, methods, and objectives)

ACHIEVEMENT RECORD

(Grades and/or narrative description)

FOR THE DIRECTOR OF TRAINING

(Signature)
Chief Instructor

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EYES ONLY

SUPPLEMENTARY COMMENTS

(Course Title)

(Course Dates)

Name _____ Sex _____ No. of
students _____

This supplement to the report of student achievement is intended for the information and guidance of DTR, C/JOTP, and others in OTR who have use for it in connection with the training and career management of the JOT concerned. It is not transmitted to the individual's official Agency personnel file. It is not intended that this supplement be shown to the student.

(Signature)

Chief Instructor

EYES ONLY

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~~CONFIDENTIAL~~